

Open Educational Resources, Open Education, and Online Learning:

Revolution, Evolution, or Just One More Fad?

Dr. Bruce Herbert, Director
(beherbert@tamu.edu)

Office of Scholarly Communications
University Libraries

Except where otherwise
noted...



Connecting the Dots: Open Access, Open Ed and an Open Future

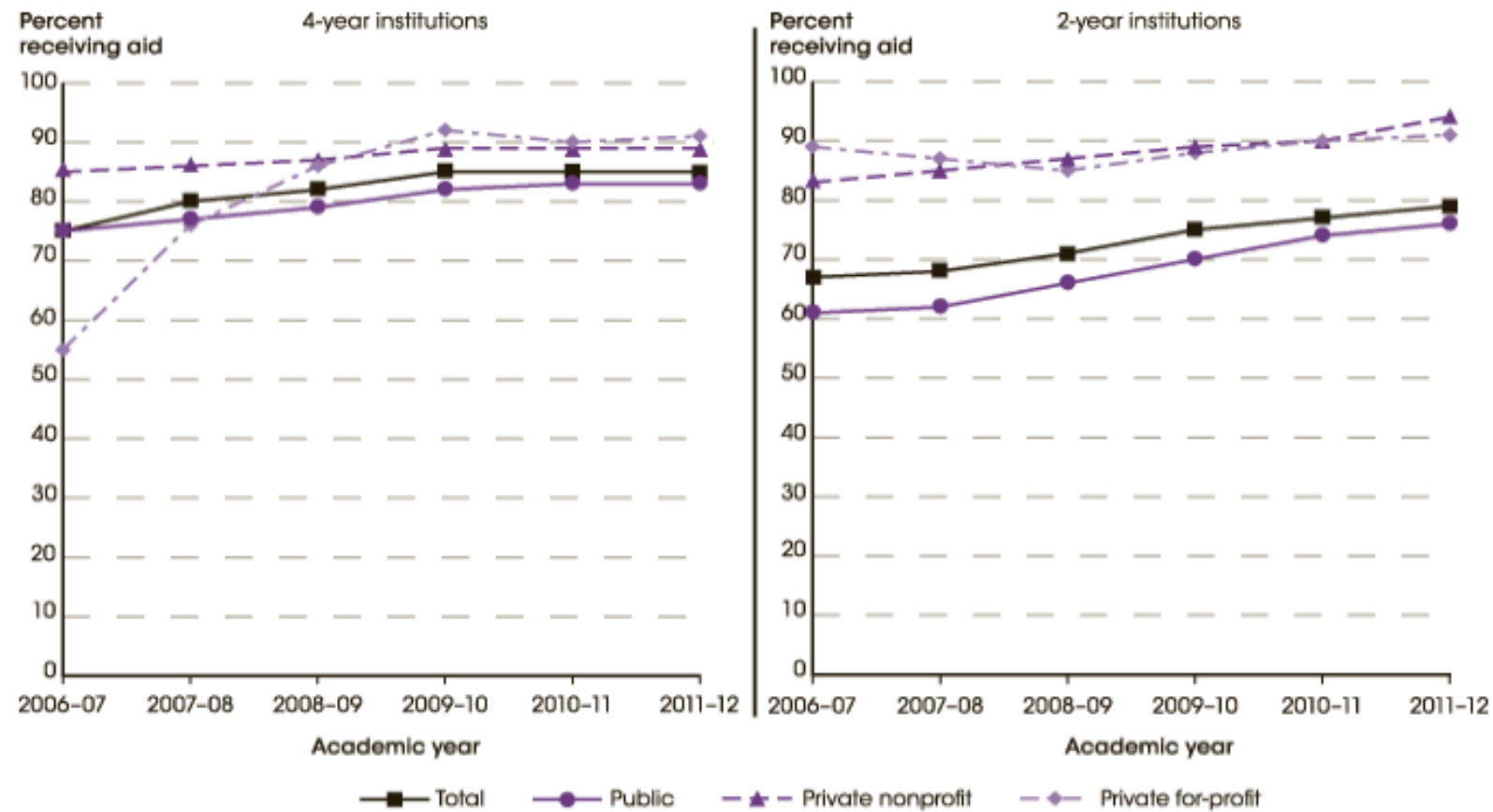
Nicole Allen (nicole@sparc.arl.org)

Director of Open Education, SPARC

#OpenUBC | Vancouver | Oct. 28, 2014

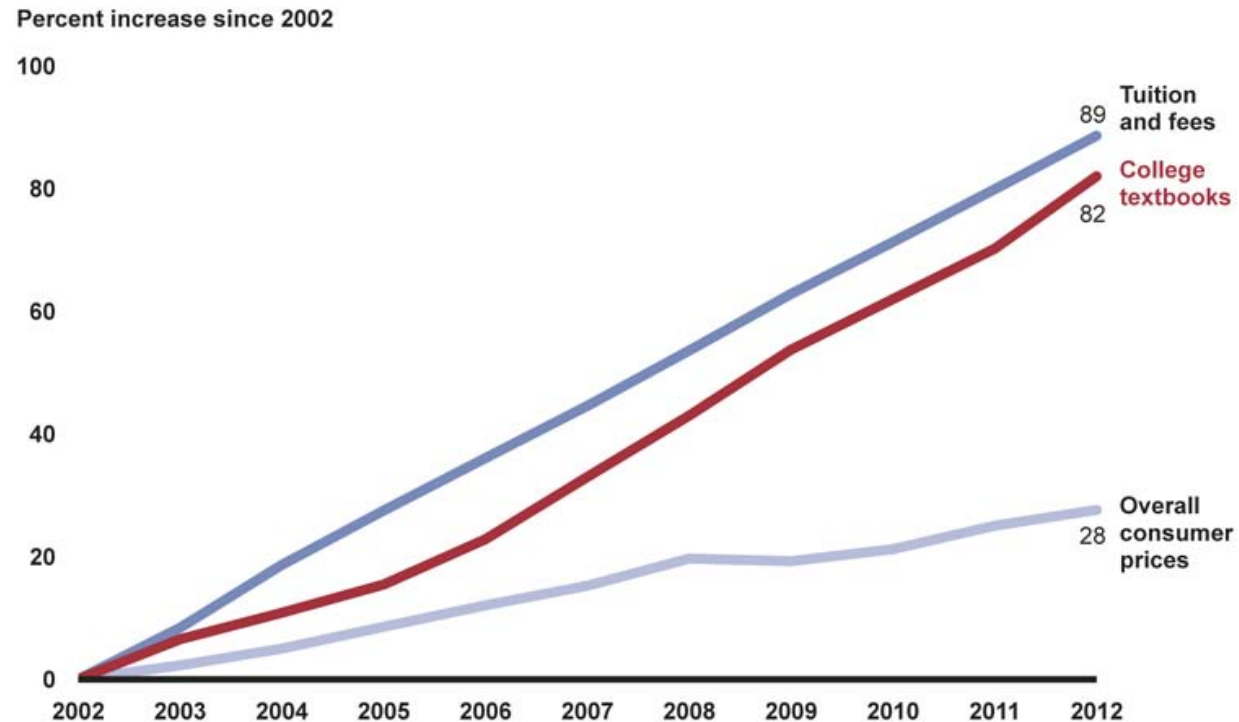
STATUS QUO

Percentage of first-time, full-time undergraduate students in degree-granting institutions receiving any financial aid, by level and control of institution: Academic years 2006–07 through 2011–12




Source: U.S. Department of Education
<http://nces.ed.gov/fastfacts/display.asp?id=31>

Figure 1: Estimated Increases in New College Textbook Prices, College Tuition and Fees, and Overall Consumer Price Inflation, 2002 to 2012



Source: Bureau of Labor Statistics' Consumer Price Index data.

- Source <http://www.gao.gov/products/GAO-13-368>



\$1,207

Average U.S. student budget for books and supplies
for the 2013-2014 academic year

Traditional Textbook Prices					
Textbook	New	Used	Rental	E-Book	E-Reader
Principles of Economics	\$ 206.12	\$ 154.59	\$ 73.42	\$ 101.59	\$ 116.25
Financial Accounting	\$ 206.38	\$ 154.79	\$ 78.81	\$ 101.30	\$ 120.51
Business Communication	\$ 156.20	\$ 117.15	\$ 59.56	\$ 71.81	\$ 93.08
Principles of Marketing	\$ 150.05	\$ 112.54	\$ 62.71	\$ 75.95	\$ 91.00
Information Systems	\$ 155.57	\$ 116.67	\$ 67.33	\$ 77.58	\$ 109.08
Linear Algebra	\$ 159.02	\$ 119.27	\$ 58.31	\$ 47.94	\$ 102.80
Statistics	\$ 151.37	\$ 113.52	\$ 62.23	\$ 74.81	\$ 114.73
Calculus	\$ 209.45	\$ 157.09	\$ 74.92	\$ 110.08	\$ 119.32
College Algebra	\$ 162.47	\$ 121.85	\$ 63.84	\$ 82.78	\$ 100.54
Physics	\$ 198.17	\$ 148.63	\$ 77.47	\$ 91.45	\$ 108.60
Average	\$ 175.48	\$ 131.61	\$ 67.86	\$ 83.53	\$ 107.59
Savings off new price		25.00%	61.33%	52.40%	38.69%

- Source http://www.studentpirgs.org/sites/student/files/reports/A-Cover-To-Cover-Solution_4.pdf



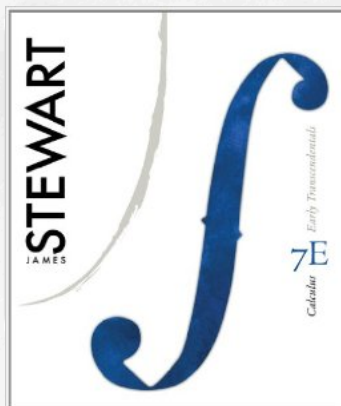
a place of mind

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SEARCH



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Author: STEWART
ISBN: 9781111978532
Publisher: Thomson Nelson Learning
Volume:
Edition: 7
Copyright: 11

Allow Substitutions: Yes

Options: NEW - \$180.20

Quantity: 1

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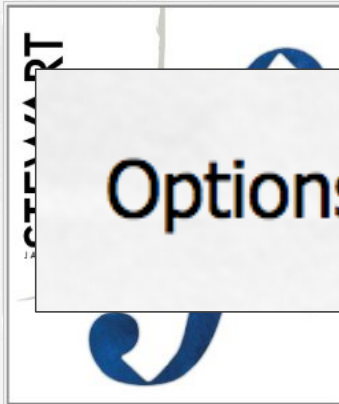
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Options:

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Edition: 7
Copyright: 11

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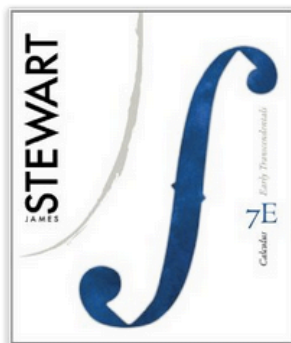
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91 Used & new from \$103.02
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Student Solutions Manual, (Chapters 1-11) for Stewart's Single Variab...
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by James Stewart (Author)

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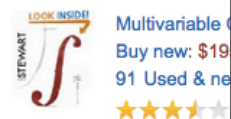
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Buy new: \$19
91 Used & ne
★★★★★

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eTextbook

Calculus: Early Transcendentals, 7th Edition | 9780538497909

ISBN-13: 9780538497909 [See more](#)

Author(s): Stewart

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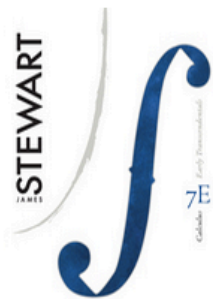


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2 in 3

Students say they decided against buying a textbook because the cost is too high



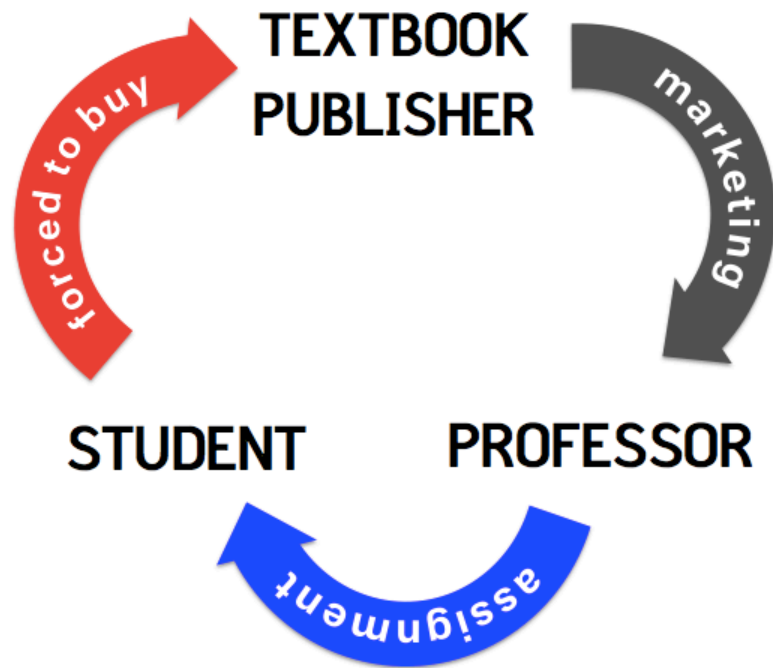
1 in 2

Students say they have at some point taken fewer courses due to the cost of textbooks

Source http://www.openaccesstextbooks.org/pdf/2012_Florida_Student_Textbook_Survey.pdf

Students can't learn from
materials
they can't afford

“Market Failure”



Resulting Issue:
Access to college

We can do better.

How do we **enable** everything
that
today's technology
makes **possible**?

Discussion:

Is your campus concerned about the costs of higher education?

OPEN EDUCATIONAL RESOURCES

1. Free

(no cost, no barriers)

2. Open

(right to fully use)



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Hewlett Foundation



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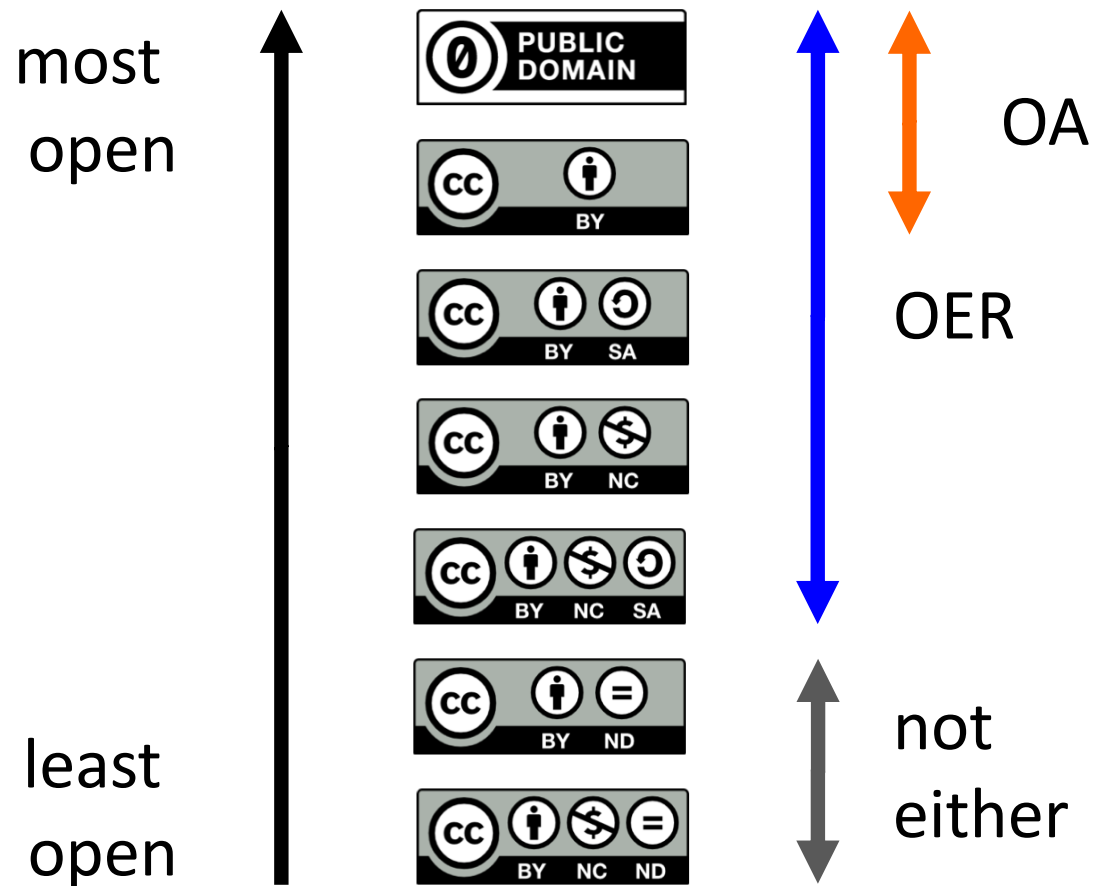
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Potential Educational Impacts

1. Improve access to higher education by addressing costs
2. Improve student learning
3. Increase student enrollment
4. Improved retention & graduation rates

HOW IT WORKS

Three Paths to OER

1. Adoption
2. Adaption
3. Create



Texas A&M University Libraries Open Educational Resources Initiative Proposal

For many learners already struggling to pay for college, the high cost of commercial textbooks poses a serious barrier to student success and can have a detrimental effect on student learning, retention, and graduation rates. We believe Texas A&M faculty can significantly contribute to the reduction, and potentially the removal, of this financial barrier and thereby enhance student success through the adoption of Open Educational Resources¹ (OERs), as well as other low-cost to no-cost textbook alternatives.

This proposal outlines how the University Libraries will facilitate faculty adoption of OERs or library-licensed materials to provide students with alternatives to expensive commercial textbooks at Texas A&M. Our comprehensive *Open Educational Resources Initiative* works with Colleges and faculty to provide students with free/low cost, quality alternatives to commercial textbooks which will improve student access to Texas A&M while simultaneously supporting important University educational initiatives. The *Open Educational Resources Initiative* builds awareness of the need to address the high cost of commercial textbooks among the A&M community and directly supports faculty **adoption** of existing OERs, **adaption** of OERs and library resources to serve as instructional resources for specific courses, and the **creation** of new, innovative OERs.

Our Assumptions

- Some students delay or forgo purchasing high cost, commercial textbooks which they cannot afford, adversely affecting their learning outcomes, completion rates, and timely graduation. Students who forgo textbooks are more susceptible to academic distress and poor retention.
- The adoption of OER's helps increase access to education for all socio-economic groups, including first-generation and traditionally underrepresented students.
- Instructor customization of OERs improves alignment of the instructional materials with student learning outcomes at the individual course level and throughout a degree program.

Program Initiatives

The OERI Program takes a three-pronged approach:

1. ADOPT

The OERI Program will work strategically with instructors of lower-level, large enrollment, introductory courses to adopt established Open Access textbooks from OpenStax, a non-profit open textbook publisher based at Rice University. OpenStax textbooks can be accessed and downloaded for free or purchased in print at a low cost, and may be used with paid homework software and other products if faculty choose.

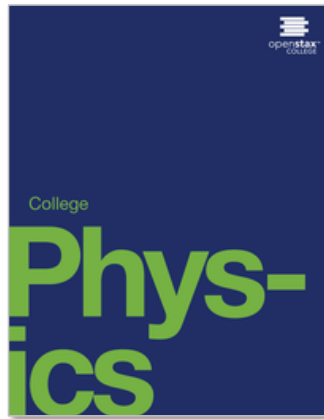
- *Timeline to adoption:* Within the next 2 years
- *Rationale:* Introductory-level courses are best suited for the adoption of existing OA textbooks, contributing to improved student retention in the first and second year of college. The existing OA textbooks available from OpenStax have been mapped to the corresponding Texas A&M courses (Table 1).
- *Outcomes:* The adoption of OA textbook replacements would generate a maximum, potential savings to students for each class as shown in Table 1 with a potential, grand total of over 6 million dollars annually.

¹ Open Educational Resources (OER) are teaching, learning, and research resources, including textbooks, that are free of cost and access barriers and also carry legal permission for open use.

1. Adopting OER

(open textbooks, open courses)

Open Textbooks

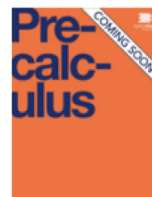
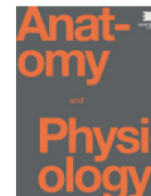
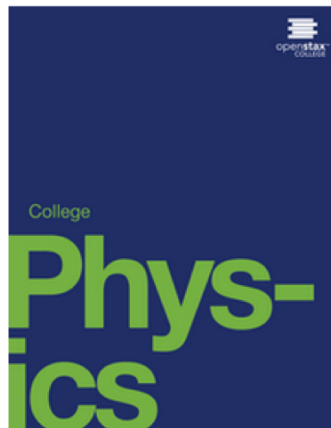


- Free online
- Free PDF
- Free ePub
- Print \$49.73
- Instructor can adapt and distribute



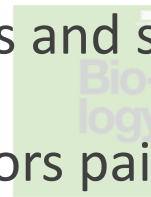
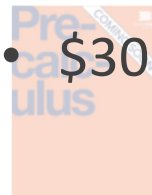
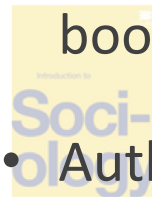
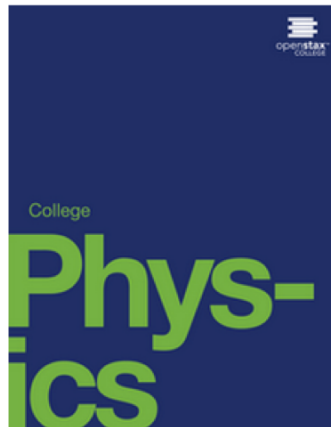
<http://openstaxcollege.org/textbooks/college-physics>

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FROM COSTLY TEXTBOOKS



- Captured from <http://openstaxcollege.org/>

**FREE YOUR STUDENTS
FROM COSTLY TEXTBOOKS**



- Building 20 open textbooks for highest enrollment courses

- Educational tools to support books and sustainability

- Authors paid

- \$30 million saved by students

- Captured from <http://openstaxcollege.org/>

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As an instructor, you want your students to have the best textbooks possible. Unfortunately, not all students can afford the high cost of traditional textbooks.

You can change that!

You can ensure that ALL of your students will have access to your course textbook content. In addition, you can edit the textbooks to fit your courses and best meet the needs of your students.

Open textbooks are real, complete textbooks licensed so teachers and students can freely use, adapt, and distribute the material. Open textbooks can be downloaded for no cost, or printed inexpensively.

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2. Adapt OER

(OCW, repositories)

Adapt Resources for Specific Courses

1. Library Resources
2. OER Repositories
3. Course Repositories

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125
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RESOURCES
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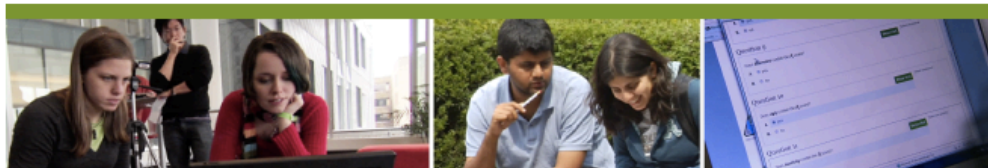


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Higher education is faced with some big, big challenges—from resource issues to compressed teacher/student interaction times. Watch this video to hear from instructors and OLI's founding director, Candace Thille, about what we're doing to respond to these challenges.

<http://oli.cmu.edu/courses/>

Carnegie Mellon University



Open Learning Initiative

Transforming higher education through the science of learning.

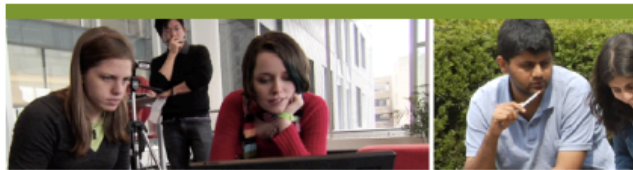
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- Data used to improve materials
- Data also used in research on how students learn

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<http://oli.cmu.edu/courses/>



Syllabus: Modern Biology - (Open + Free)

Before you begin, [Test and Configure](#) your system for use with this course.

Modern Biology - Open and Free	
Assignment	Status
<u>UNIT 1: Introduction to Modern Biology</u>	
Module 1: Introduction (Available Practice)	
<u>UNIT 2: Biological Chemistry</u>	
Module 2: Atoms, Functional Groups, and Water (Available Practice)	
Module 3: Equilibrium and pH (Available Practice)	
Module 4: Carbohydrates and Polysaccharides (Available Practice)	

Source

<https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434add4180020ca60127a17583becaeb>

▶ Unit 2:: Biological Chemistry

This course is not led by an instructor

Atoms, Functional Groups,
and Water

Equilibrium and pH

Carbohydrates and
Polysaccharides

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Module 2 / Introduction to Biological Chemistry

◀ 5 ▶

LEARNING
OBJECTIVES

List atoms (elements) found in biological systems that are most important to life, including the most common atoms and trace elements.

Identify the more electronegative atom when comparing two atoms.

Define a hydrogen bond and draw possible hydrogen bonds between any two appropriate molecules.

Recognize and describe a covalent bond and inter-molecular forces (an ionic, a hydrogen bond, and van der Waals interactions) both structurally and energetically.

Describe the properties of water that are critical for the support of living systems.

Describe the hydrophobic effect and its significance in biological systems.

Source

<https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434add4180020ca60127a17583becaeb>

OCW Scholar

MIT OPEN COURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

OCW Scholar: Introduction to Computer Science and Programming
Prof. John Guttag >

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Description

This subject is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their major, to feel justifiably confident of their ability to write small programs that allow them to accomplish useful goals. The class will use the Python programming language.

★★★★★ (58)

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Computer Science
<http://ocw.mit.edu>; Creative Commons Attribution-NonCommercial-ShareAlike 3.0; <http://ocw.mit.edu/terms>; Album art images by Stephanie Booth, Angelina, RahulG on Flickr and by the CDC.

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2	Lecture 2: Core Element...	49 min	Jan 31, 2012	This lecture c...	i	Free
3	Recitation 1: Introductio...	52 min	Mar 29, 2012	This recitatio...	i	Free
4	Lecture 3: Problem Solv...	47 min	Jan 31, 2012	This lecture c...	i	Free
5	Lecture 4: Machine Inter...	50 min	Jan 31, 2012	This lecture e...	i	Free
6	Recitation 2: Loops, Tu...	57 min	Jan 31, 2012	This recitatio...	i	Free
7	Lecture 5: Objects in Py...	50 min	Jan 31, 2012	This lecture c...	i	Free
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Humanities	(14534)	Post-secondary	(32865)
Mathematics and Statistics	(11554)		
Science and Technology	(22477)		
Social Sciences	(11760)		
Materials Types			
Activities and Labs	(14170)	Primary Source	(4728)
Assessments	(14170)	Readings	(4728)

<http://www.oercommons.org>

Adopt: Opportunities & challenges

3. Create OER



CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

California Community Colleges Board of Governors Votes to Make Publicly Funded Grant and Contract Work More Accessible

Change in regulations will enable colleges, public to access, share and build upon contracted work

SACRAMENTO, Calif. – The California Community Colleges Board of Governors on Monday voted to require that any works created under contracts or grants funded by the California Community Colleges Chancellor's Office carry the Creative Commons Attribution license that gives permission to the public to reproduce, distribute, perform, display or adapt the licensed materials for any purpose so long as the user gives attribution to the author.

The California Community Colleges now becomes the largest system of higher education in the world to require a Creative Commons Attribution license on publicly funded grants and contracts, a move that will save taxpayers and students money.

- Source
http://www.californiacommunitycolleges.cccco.edu/Portals/0/DocDownloads/PressReleases/SEP2013/PRESS_RELEASE_CreativeCommonsBY_090913_FINAL.pdf

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OSU open textbook initiative aims to reduce student costs, enhance learning

02/12/2014

CORVALLIS, Ore. – Oregon State University is helping its faculty members develop textbooks in their fields that will be freely accessible online to any student in the world.

The open textbook initiative is a collaboration between OSU Libraries, OSU Press and OSU Extended Campus that provides financial, technical and editorial support for faculty members to create “open” texts that aim to reduce costs for students and further position Oregon State as a leader in research and teaching.

SOURCE:

Faye Chadwell, 541-737-7300;

faye.chadwell@oregonstate.edu;

Dianna Fisher, 541-737-8658;

dianna.fisher@oregonstate.edu

<http://oregonstate.edu/ua/ncs/archives/2014/feb/osu-open-textbook-initiative-aims-reduce-student-costs-enhance-learning>

Open Textbook Project

BCcampus is contributing to the development of an open future for teaching practices and educational resources.

The B.C. Open Textbook Project is funded by the BC Ministry of Advanced Education, and BCcampus is tasked with managing it. A goal of the Project is to provide flexible and affordable access to higher education resources in B.C. by making available 40 openly-licensed textbooks. These texts will be available for selection by B.C. faculty, and digital versions of the texts will be free of charge to students. For those who prefer a printed copy, this format will also be available on demand for a low cost.

To find an Open Textbook, or find more information about the project, please see our [OpenEd website](#).

There are three broad phases to the project (these are links to a separate web site):

OER

[Open Textbook Project](#)

[Top 40 Subject Areas](#)

[Open Textbooks 101](#)

[Where to Find Open
Textbooks](#)

[Some Facts about Open
Textbooks](#)

[Open Textbook FAQ](#)

[How to Adopt an Open
Textbook](#)

[Demystifying Open
Licenses](#)

[Resources](#)



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TRANSFORMING SCHOLARLY COMMUNICATION

Scholarly Communication

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[In-Depth on the Issues](#)

[Your Publishing Options](#)

[Overview of Scholarly Publishing](#)

Textbooks and Teaching Materials

While much of the textbook publishing world continues in more traditional patterns, there has recently been an explosion in the world of open education, with Open Educational Resources (OER) and open online courses growing rapidly. California recently [passed a law](#) enabling greater use and creation of open educational resources throughout its public educational system. The University of Minnesota is supporting development of high-quality open textbooks by building a [catalog that includes reviews](#). These developments may be a big boon for students, long burdened by high costs for course materials. Openly-editable materials also allow instructors to customize materials for a particular course from multiple sources, or make changes to reflect new research developments.

Local Action!

The UMN College of Education has created the [Open Textbook Catalog](#), where faculty can search for materials in their own disciplines, read reviews by other academics, and review the materials themselves.

The screenshot shows the University of Minnesota Libraries website. The header includes the University of Minnesota logo and the tagline "Driven to Discover". Below this, the "UNIVERSITY LIBRARIES" section features a navigation bar with links like Home, About Us, Services, and How to Find. A large banner image shows a pen writing on a keyboard, with the text "TRANSFORMING SCHOLARLY COMMUNICATION" overlaid. On the left, a "Scholarly Communication" sidebar lists links such as Home, Open Access at UMN, In-Depth on the Issues, and Your Publishing Options. The main content area features an article titled "Textbooks and Teaching" with a paragraph discussing the rise of Open Educational Resources (OER) and the University of Minnesota's support for open textbooks. A semi-transparent text box is overlaid on the right side of the page, containing three bullet points.

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UNIVERSITY LIBRARIES

Home About Us Services How to Find

TRANSFORMING SCHOLARLY COMMUNICATION

Scholarly Communication

Home

Open Access at UMN

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Overview of Scholarly Publishing

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The UMN College of Education has created the [Open Textbook Catalog](#), where faculty can search for materials in their own disciplines, read reviews by other academics, and review the materials themselves.

- Digital coursepack pilot
- Library provides support services to faculty for identifying OA articles
- Integrates coursepack into LMS (Moodle) for student access

 UNIVERSITY OF MINNESOTA
Driven to Discover™

Library Reserves for course PSTL1525V_007F13_2

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Settings

▼ Course administration

Turn editing on

Edit settings

► Users

Filters

Grades

Outcomes

Backup

Restore

Import

► Question bank

Course files

► Switch role to...

► My profile settings

Section 007

Digital Course Reserves

Week 1

Tugend, A. / Redefining success and celebrating the unremarkable

Brooks, D. / The opportunity gap

The Poetry Foundation / Mary Oliver biography

Oliver, M. / Wild geese

Week 2

Woodward, K. / Identity matters [\$ required]

Hochschild, J. / What's wrong with the American dream? [\$ required]

Harmon, K. / You are here: select maps (p. 33, 138-139, and 190-191) [\$ require

Oldenburg, R. / The character of third places

Benfield, K. / Why a good bar is essential to sustainable communities

Tiemann, T.K. / Grower-only farmers' markets: public spaces and third places

Luterman, A. / Invisible work

Winne, M. / Closing the food gap: resetting the table in the land of plenty

Adapted from slides by Kristi Jensen available under CCBY

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Open Education Initiative

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The Open Education Initiative @ UMass Amherst

The high cost of commercial print textbooks is a major concern for both students and their parents. To address these concerns, the Provost's Office and the University Libraries launched the Open Education Initiative in the Spring of 2011. The Open Education Initiative is a faculty incentive program that encourages the use of existing low-cost or free information resources to support our students' learning. Information Literacy will also be emphasized, creating opportunities for students to develop and practice the skills of critical thinking, reasoning, communication, and integration of knowledge and perspectives.

Now in its third phase, the Open Education Initiative has generated a total savings of over **\$750,000** for students in classes that utilize open educational resources and library material. For more information please contact Marilyn Billings at mbillings@library.umass.edu.

[Comments \(0\)](#)

<http://guides.library.umass.edu/content.php?pid=87648&sid=4778777>

UMass Amherst Libraries

- Offers mini grants to faculty to switch to OER/affordable materials

UMass Amherst Libraries » Subject Research Guides » Open Educational Resources

Open Educational Resources Tags: [website](#)

Last Updated: Mar 20, 2014 URL: <http://guides.library.umass.edu/> [Print Guide](#) [RSS Updates](#)

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[Comments \(0\)](#)

- Workshops and consultation sessions for 30+ faculty participants

- \$1,000,000 student savings

- Captured from <http://guides.library.umass.edu/content.php?pid=87648&sid=4778777>



About Lumen Learning

Open Educational Resources represent a largely untapped opportunity to reduce costs to both institutions and learners, while at the same time improving student success. However, many institutional leaders are unsure what to do to help their institutions, faculty, and learners take full advantage of OER.

This is where Lumen enters the picture.

Co-founded by open education visionary Dr. David Wiley and education technology strategist Kim Thanos, Lumen is dedicated to facilitating broad, successful adoption of OER.

After years of pioneering work in open education as individuals, David and Kim collaborated on the Next Generation Learning Challenges grant-funded Kaleidoscope Open Course Initiative in 2012 to replace textbooks with OER in community college classrooms. Project goals included lowering textbook costs by 50% and improving student success rates. No one was quite prepared for the actual project outcomes, which resulted in moving the cost of required textbooks to \$0 and improving average student success rates by over

<http://www.lumenlearning.org>



- Startup company provides soup to nuts support for OER adoption

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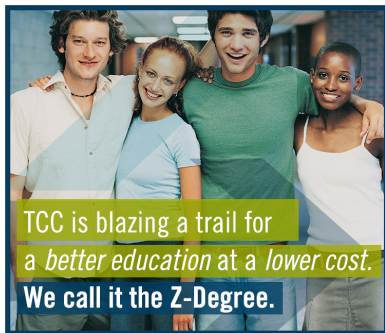
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- Template courses that faculty adapt
- Performs assessments on outcomes

<http://www.lumenlearning.org>



Tidewater Community College is making college more affordable.



The cost of college textbooks has risen 812% since 1978, more than the rates of inflation, health care, new home prices, and college tuition.

More and more, college students are unable to afford their textbooks, and as many as 70% of students have reported avoiding buying at least one textbook for their courses. Not surprisingly, these students do not do as well academically.

As of May 2013, if a TCC student purchased all of the textbooks required for a business administration degree, that student would spend \$3,678.95 on new books. While used textbooks may lower this price, their availability is, at best, uneven.

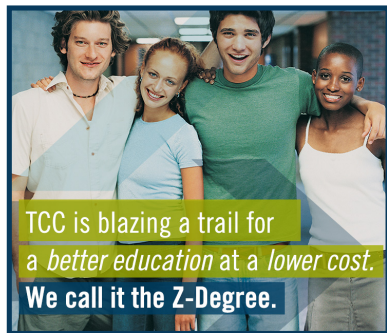
But the problem with printed textbooks goes beyond financial cost; textbooks “cost” students and teachers in other ways as well.

Because textbooks are frequently written for broad audiences in the hopes that they will fill the learning support needs and be adopted by large numbers of faculty and departments, they are filled with content and exercises that are superfluous to a specific course's learning outcomes. The cost here is in teaching efficiency and effectiveness.

Source <http://www.tcc.edu/news/press/2014/zdegreecbn.htm>



Tidewater Community College is making college more affordable.



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As of May 2013, if a TCC student purchased all of the textbooks required for a business administration degree, that student would spend \$3,678.95 on new books. While used textbooks may lower this price, their availability is somewhat limited.

But the problem with printed textbooks goes beyond financial cost; textbooks “cost” students and teachers in other ways as well.

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- Entire 2-year degree that uses OER in every course
- Students can graduate with \$0 textbook costs
- Higher course retention rates
- Available to any *other* college

Source <http://www.tcc.edu/news/press/2014/zdegreecbn.htm>

Texas Senate Bill 810

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Texas passes Open Access materials legislation

On June 9, 2017, Texas Governor [Greg Abbott](#) signed into law Senate Bill 810, a new piece of legislation designed to support Open Educational Resources in Texas. Sponsored by [Sen. Lois Kolkhorst](#) (R-18), [Rep. Donna Howard](#) (D-48), Sen. [Larry Taylor](#) (R-11), and [Sen. Royce West](#) (D-23), in response to the rising [cost of college text books](#), this bill amends numerous sections of the Texas Educational Code in ways that provide strong support for the use and development of OA resources in Texas public colleges and universities.

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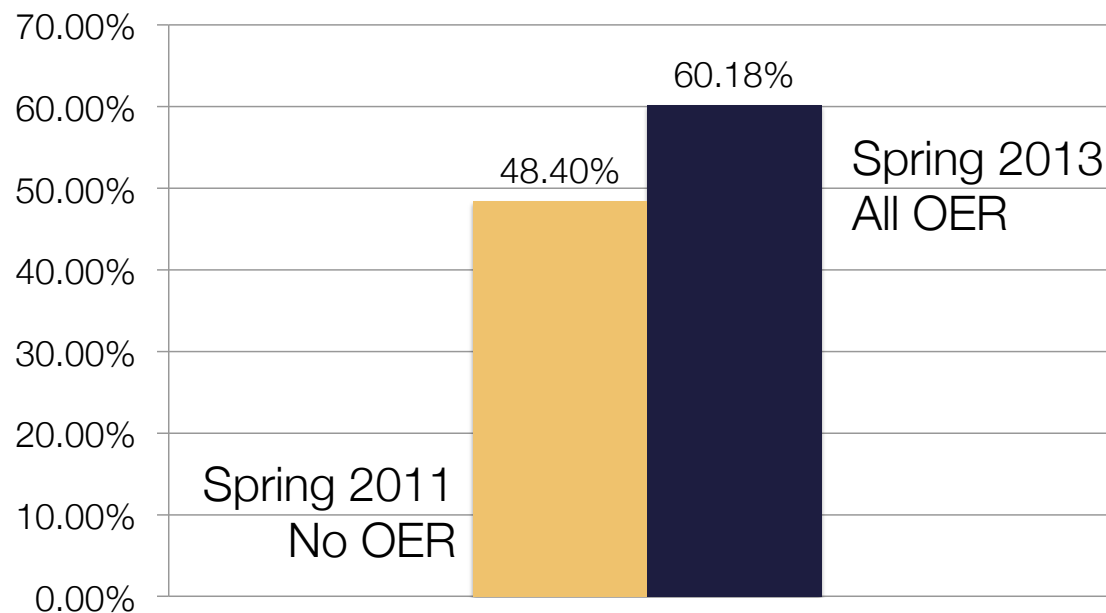
IMPACT



\$1M student savings, and counting

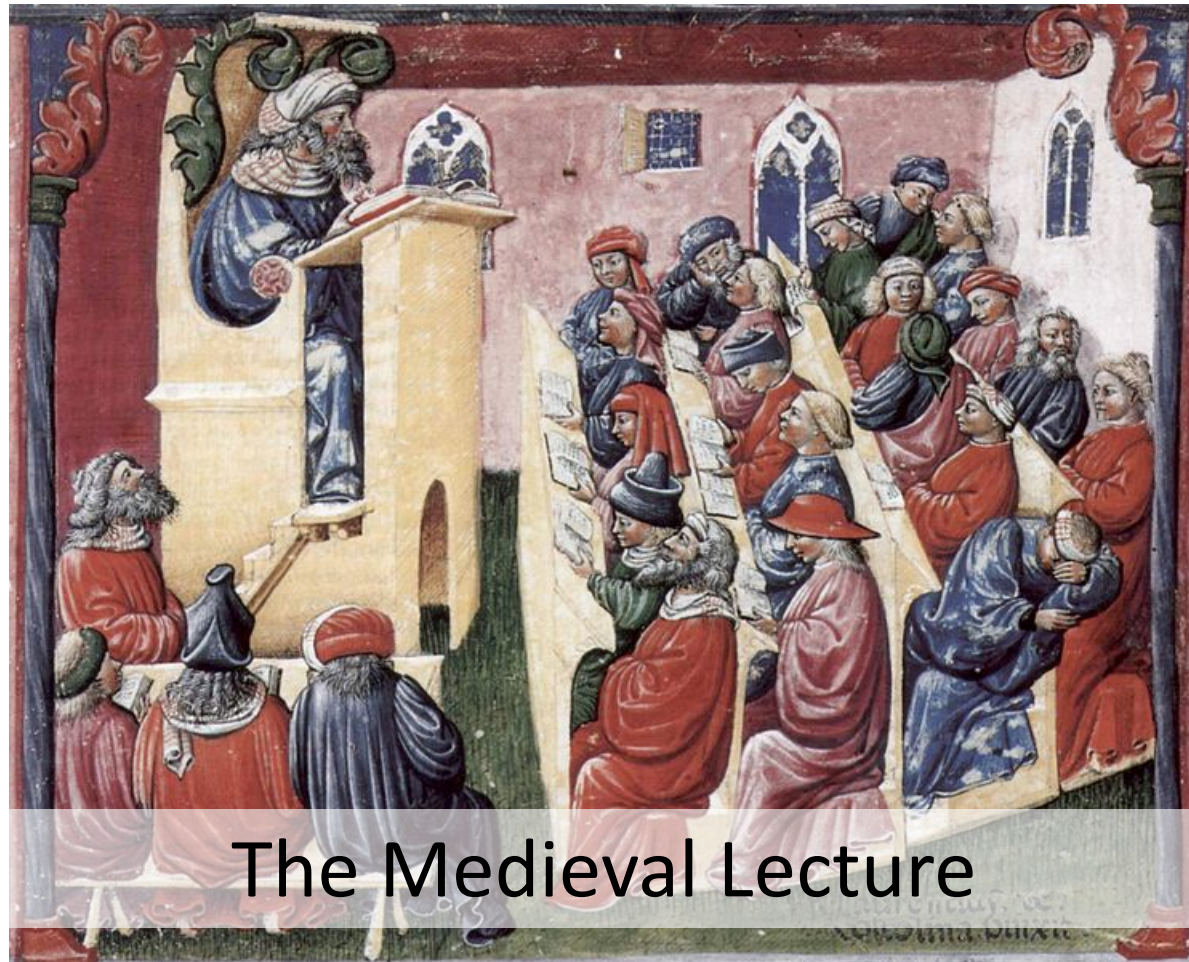
Developmental Math Results

Percentage passing with C or better



n=2,842

Adapted from slides by David Wiley available under CC BY at
<http://www.slideshare.net/opencontent>



The Medieval Lecture

http://en.wikipedia.org/wiki/File:Laurentius_de_Voltolina_001.jpg
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Course Transformations

1. Flipped classrooms
2. Case-based courses/PBL
3. Student-centered learning

The Modern Lecture

http://commons.wikimedia.org/wiki/File:5th_Floor_Lecture_Hall.jpg (CC BY-SA)



Taking Action?

Dr. Bruce Herbert, Director

beherbert@tamu.edu

@drbruceherbert